

Inspection date

05/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children play in a rich and inviting environment both outdoors and indoors, which allows them to explore and learn freely.
- Children make good progress from their starting points. In some cases, they make very good progress.
- The childminder uses an effective assessment system, which identifies any additional needs children have and provides for early intervention if needed.
- The childminder works well with her co-childminder to regularly reflect on and evaluate the provision to enhance outcomes for children further.
- The childminder encourages parents to participate in their children's learning, which benefits all children by enhancing consistency in their learning and care.

It is not yet outstanding because

- Group times sometimes include too many children. As a result, group activities are not always fully effective in supporting all children to develop their concentration and listening skills further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play both indoors and outdoors, in a variety of games and activities.
- The inspector carried out joint observations with the childminder.
- The inspector followed the progress of two children.
- The inspector met with the childminder and discussed the organisation of the provision.
- The inspector looked at a selection of documentation.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband in the South Ealing area of the London Borough of Ealing. She works with a co-childminder. Childminding mainly takes place in the living room, conservatory and bedroom. Toileting facilities are available on the ground floor. At present six children in the early years age group attend at various times and days in the week. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has a relevant level 3 qualification. The childminder supports children learning English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of group activities so that they are fully effective in supporting all children to develop their concentration and listening skills further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress, and in some cases very good progress, from their starting points. They are excited to play and learn, enjoying the company of their young friends while feeling safe and secure in the care of the childminder. Children explore a wide range of resources while the childminder helps them in their quests. The childminder works very effectively with her co-childminder to take care of children's safety and to carefully observe and respond to children's individual needs. Resources are very well organised, inviting and easily accessible to children and adults alike.

Children are free to explore various textures in a 'treasure basket' full of interesting objects, such as soft see-through fabric or stiff washing up brushes. They play a make-believe game pretending to 'feed' a baby doll with a toy bottle. Such activities help them to develop a positive approach to play and learning. They practise handling equipment with their little hands and fingers and make very good progress in their coordination skills.

Young toddlers play in the sand tray in the garden. This is well positioned at their level so that they easily reach in to scoop the sand into containers. They learn to fill and empty these and they shape the wet sand as they wish. This activity enables children to create their own shapes and to learn about various textures of materials.

Children ride push along cars and push baby walkers, practising their walking and balancing skills. They make very good progress in their mobility. For example, they climb steps to reach the slide or up to the terrace with support from the childminder.

Children listen attentively in a group to the childminder who sings songs to them. Some children attempt to join in with the actions of the songs, showing good progress in their listening and attention skills. However, the group is slightly large to enable some children to concentrate well. As a result, not all children fully benefit from this activity.

The childminder makes perceptive observations of children at play, learning about what they enjoy doing best and what they are capable of doing. This enables her to prepare resources and activities that children love and engage in readily. Children are therefore busy and involved in their play, learning and developing the whole time they are in the childminder's care.

Children's achievements are regularly compared with stages of development in nationally established guidance documents, which enables the childminder to effectively identify any additional needs and prepare for early interventions.

Children's parents are welcome to spend time in the garden and playrooms, as time allows them, at the start and end of the day. The childminder and parents exchange notes about what their children have been learning and doing, on a daily basis. This means that the childminder and parents collaborate effectively in promoting each child's learning and development, which benefits all the children who attend. The childminder regularly meets with parents to discuss children's progress and together they make plans of how best to help children develop and learn further.

The contribution of the early years provision to the well-being of children

Children demonstrate high levels of confidence and self-motivation in relation to their ages. The childminder spends her time at children's level, speaking with them in simple sentences to ensure they understand. The learning environment is very successful in encouraging children to explore and make their own choices.

Children develop very secure emotional attachments with their key persons and show that they feel safe and comfortable in the childminder's care. The childminder is consistent and fair in showing warmth and kindness towards all the children. Children share toys readily with one another and take turns, responding well to the childminder's guidance. The childminder has consistent rules of behaviour, which children know and respond to well. For example, children learn that they need to sit down when they drink water, which is available to them freely throughout the day.

Children benefit from a healthy lifestyle while in the childminder's care. They play outdoors in fresh air, exercising their muscles and developing their balance effectively. They make very good progress in their physical skills for their ages as they use the outdoor play equipment and open space. Children learn about safety successfully as they climb onto the

climbing frame, while the childminder safely supports them.

Children eat healthy snacks, such as fruits, and freshly prepared meals for their lunch. They use their fingers and plastic child-size cutlery to feed themselves, showing increasing levels of independence. Children rest comfortably when tired, in specially designated bedrooms where there is a calm and welcoming atmosphere.

The effectiveness of the leadership and management of the early years provision

The childminder demonstrates a clear understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She is playful and imaginative, inspiring children to extend their play and learning. She enthusiastically listens to children showing them that she highly values their activity and interests. She operates an effective key person system with her co-childminder so that all children receive highly personalised care and attention. She regularly takes notes about children's newly acquired skills and gathers information from parents about children's home lives. This process enables her to have a comprehensive knowledge of all children and to prepare resources that children explore by themselves, developing their self-confidence and independence. As a result, children make good and sometimes very good progress in their learning and development.

The childminder uses effective systems to monitor children's development and learning, preparing for the statutory written report for children at the age of two. She demonstrates a secure knowledge of the characteristics of young children's learning and how to support them. For example, she makes available dressing up resources, such as shawls, hats and bags with which children can imagine and be creative.

Children are confident and self-assured, knowing where to find resources and where to put them away. Children feel happy and safe within well-established routines, such as going to play outside, having snacks, story time and music making time. The childminder's planning ensures a well-balanced programme of activities in which children's self-chosen play intertwines with musical games or stories led by the childminder.

The childminder makes children's safety her top priority. She has a secure knowledge of any signs of children at risk and procedures to follow if she has concerns. The childminder rigorously monitors the security of the premises and carefully checks any visitors. She comprehensively assesses all the areas and equipment used by children to reduce the risk of accidents.

The childminder regularly evaluates the provision and plans improvements. She consistently develops her knowledge of early education and care issues and is motivated to study for further qualifications in this field.

The childminder is proactive in involving parents in their children's education and care. She uses diaries for each child, encouraging notes from parents about children's play and learning at home. This ensures that children have continuity in their development and

learning. The childminder encourages and supports bilingual parents to help children become bilingual and learn to speak English in parallel with their home language. In this way, the childminder lets families know that she highly values their home cultures. At the same time, she equips children to be successful in their lives as they grow up.

The childminder works effectively in partnership with other professionals as necessary, such as developing assessment and planning systems and participating in further professional development training.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY451736
Local authority	Ealing
Inspection number	895540
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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